



We're Going to the Zoo!

Diane Jackson Schnoor

University of Virginia and Jackson-Via Elementary School
Charlottesville City Public Schools

Curriculum Area	Language Arts
Subject Area	Poetry, Reading and Writing
Grade Level	4 th grade
Learning Objectives	<ul style="list-style-type: none"> • The student will write and publish at least one poem as part of a class poetry collection. • The student will understand the form and structure of at least four different types of poems (limericks, haiku, sound poems, and free verse). • The student will use the editing process to proof his/her poem for grammar, capitalization, punctuation, and spelling. • The student will use a digital camera, a scanner, and word processing software in publishing his/her poem.
Correlation to the SOL	English 4.2, 4.6, 4.8 Science 4.7 C/T 5.3, 5.4
Video/Technology Hardware/Software Needed	<p>For class: Computer with Internet connection Computer Projection System Television Monitor and VCR (optional) Digital Camera and/or Scanner</p> <p>For each student: Computer with Internet connection and printer Word Processing software (such as <i>ClarisWorks</i> or <i>Microsoft Word</i>) Drawing software (such as <i>ClarisWorks</i> or <i>KidPix</i>), optional</p> <p>Other: Going to the Zoo Resource Guide, a list of Web and video resources to help with teaching about poetry</p>
Materials Required	<p>For each student: Paper and pencil We're Going to the Zoo Research Page</p>

Procedures/Activities	<ol style="list-style-type: none"> 1. Teach students how to write haiku, limericks, sound poems, and free verse. The Going to the Zoo Resource Guide will give ideas for doing this (ITV, Web sites, and CD-ROMS) 2. Have students either take a real field trip to the zoo or take a virtual trip to the zoo via the Internet (using the class computer and computer projection system). While at the zoo, have them study the habitats of the various animals, looking for information about where they live, what they eat, what they look like, and how they live. Have each student pick an animal and a habitat to explore in greater detail. 3. Have students research their animal and habitat to write descriptive words about the way it looks, the way it sounds, where it lives, how it hunts, what it eats, etc. Provide possible source books, software, and Web sites they can use to answer questions. 4. Have students pick a favorite type of poetry. Tell them their task is to capture their animal in a poem. Students will go through the editing process and engage in writing conferences with the teacher to revise and sharpen their poems. 5. When they are ready, students type their poems in a word processing application. They then add a scanned picture that they took of their animal, or use pictures they have taken with the digital camera, or pictures they have drawn themselves (in <i>KidPix</i> or similar software) if they participated in a virtual field trip. They should learn how to manipulate the pictures to go with their poems. 6. Poems are printed out and bound/copied for a class book. Poems can also be posted as part of a class Web page on the Internet.
Content Assessment	Teachers can use a rubric to assess whether the student completed the poem using descriptive words, animal research, and applicable poetry rules.
Technology Integration Assessment	The teacher can observe student use of the Internet during the virtual zoo tour and animal research phase of the project. The final project will determine how well the student used the technology (word processing, scanner, digital camera, <i>KidPix</i>) in preparing his or her published poem.
Extensions	<p>Science: Students can create different books based on animal families.</p> <p>Language Arts: Students can enter their poetry into a poetry contest or submit it to an Internet site that publishes student work.</p> <p>Art: Students can make clay statues of their animals and display them in a “zoo” in their classroom, adding fact cards to their display.</p>

Going to the Zoo Resource Guide

Internet Sites:

- **The World Wide Web Virtual Library -- Zoos:** This web site has links to everything you need to conduct a virtual tour. It includes links to nearly 100 different zoos (the virtual tour offered by the *National Zoo* is especially good. It also includes links to animal pictures and animal sounds. http://www.mindspring.com/~zoonet/www_virtual_lib/zoos.html
- **The Electronic Zoo:** This Web site offers detailed information about different species of animals. It is a good reference page for student researchers. <http://netvet.wustl.edu/e-zoo.htm>
- **Sounds of the World's Animals:** This page allows students to select an animal, then takes them to a page with a picture of that animal and phonetic spellings of the sounds that animal makes according to different cultures. <http://www.georgetown.edu/cball/animals/animals.html>
- **Forms of Poetry for Children:** This page offers links to different kinds of poems (i.e. haiku, limericks, free verse, and cinquains). It includes information about how to write these types of poems, as well as examples of each style of poem. <http://falcon.jmu.edu/~ramseyil/poeform.htm>
- **Poetry Pals Resources, Activities, and Lessons:** This site includes a number of links to lesson plans, student poems, famous poems, and poetry contests for teachers and students. <http://www.geocities.com/EnchantedForest/5165/lessonplans.html>
- **Giggle Poetry:** This site offers students a fun forum for learning about different types of poems and posting their own poems for other students to read and enjoy. <http://www.gigglepoetry.com/>
- **Poetry Teachers:** This site provides teachers with lesson plans and poetry activities for helping students get the most out of their poetry writing experiences. <http://www.poetryteachers.com/>

ITV Resources:

- **Simply Poetry**, Programs 1-8 (each program lasts 15 minutes). Especially useful episodes include *Program 3 (Depends on Your Point of View)*, which stresses how different poets describe the same subject; *Program 4 (Imagine That)*, which looks at how poets choose language to make the reader see, hear, smell, taste, and feel); and *Program 5 (Just a*

Phrase I'm Going Through), which defines and examines figurative language, simile, and metaphor).

- **You Can Write Anything**, *Episode 3. Using Words* (program lasts 15 minutes). This episode focuses on the power of descriptive words, alliteration, and the use of the thesaurus.
- **Writer's Realm**, *Episode 9, It's Like This* (program lasts 15 minutes). This episode focuses on the use of figurative language and metaphors in poetry.

Diane Jackson Schnoor

We're Going to the Zoo

Research Page

Name_____

What animal are you researching?

Use at least five words to describe what that animal looks like.

Use at least five words to describe things that your animal does.

Describe the sounds your animal makes using a combination of a verb and an adverb (i.e. roars loudly).

Describe the place where your animal lives using a combination of a noun and an adjective (i.e. a bushy forest).